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ABSTRACT

The purpose of this document is to report a needs assessment questionnaire package based on the position that needs assessment surveys should gather the preferences of prospective participants regarding all modifiable aspects of an inservice program. The package consists of two instruments that may be administered either separately or in combination. The first instrument, the Experience-Interest Inventory, illustrates a form for assessing prospective participants' relative interests and levels of experience regarding a number of program topics. The second instrument, the Design for Staff Development Preference Inventory, asks respondents about areas relevant to the motivational and structural design of the intended inservice program. Each instrument was administered to over five hundred principals of urban and Title I schools across the nation. A preliminary analysis of results suggests that administrative inservice programs fashioned after the preferences of this national sample of principals tend to exhibit higher levels of participant satisfaction with the program than do programs not so designed. The rationale upon which the instruments are posited is discussed. Subsequent sections of the report present the instruments themselves and list computer programs that can be used to score the instruments. The report concludes with a brief description of a "model" inservice program drawn solely from data obtained through application of the questionnaires. (Author/JD)

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ED159143

A Decision-Support System for Designing Inservice Programs for Educators: Survey Instruments and Guidelines for Their Use

William J. Davis

Sponsored by the University Council for Educational Administration (UCEA)

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I. Overview

The distribution of a needs assessment survey is generally the first step taken toward designing an inservice program. Typically, such needs assessments have been topic-oriented: with relatively few exceptions, most recently constructed needs assessment questionnaires have dealt primarily with either (a) identification of prospective inservice participants' interest level regarding a pre-specified topic; or (b) identification of which topic(s) among a number of pre-established topics generate the most enthusiasm for holding an inservice program. Consequently, little information beyond the topic of concern is ascertained, and decisions regarding all other details of the program are made on the basis of distinctly limited knowledge as to what participants will find most attractive and/or educationally profitable. While the importance of establishing a program's topic is clear and undeniable, such matters as the desired location of the program, its length, its instructional mode, and rewards for participation are equally relevant concerns for inservice program planners.

The purpose of this document is to report a needs assessment questionnaire package based on the position that needs assessment surveys should gather the preferences of prospective participants regarding all modifiable aspects of an inservice program. The package consists of two instruments which may be administered either separately or in combination. The first instrument, the Experience-Interest Inventory, illustrates a useful form for assessing prospective participants' relative interests and levels of experience regarding a number of possible program topics. The second instrument, the Design for Staff Development Preference Inventory, queries respondents about several areas relevant to the motivational and

structural design of the intended inservice program. Although originally constructed to support administrative staff development efforts, only cosmetic changes are required to render the instruments applicable to other client groups.

The instruments were developed in conjunction with a joint UCEA-USOE effort directed toward the establishment of guidelines and strategies for promoting the professional development of principals of urban and Title I schools.[1] The items comprising the questionnaires were drawn from a review of the literature and an extensive series of interviews with educational leaders. A number of practitioners, staff development experts, and educational researchers assisted in this developmental effort; an impartial board of referees judged the final drafts of the instruments to have content validity. Each instrument has been administered to over 500 principals across the nation. (For purposes of comparison, the model responses of this survey are briefly summarized in the final section of this report; the results of the UCEA-USOE survey are described and interpreted in more detail elsewhere.[2]) The preliminary analysis of a large-scale UCEA supported staff-development effort suggests that administrative inservice programs fashioned after the preferences of this national sample of principals do tend to exhibit higher levels of participant satisfaction with the program than do programs not so designed.[3]

The next section of this report describes the rationale upon which the instruments are posited. Subsequent sections of the report present the instruments themselves and list computer programs which can be used to

score the instruments. The report concludes with a brief description of a "model" inservice program drawn solely from data obtained through application of the questionnaires--this model is not presented to advocate a particular form of program but rather to illustrate the type of data collected and how this data might be usefully compiled.

II. Rationale

According to Hilgard and Bower,[4] a generic definition of learning reads as follows:

> Learning is the process by which an activity originates or is changed through reacting to an encountered situation, providing that the characteristics of the change in activity cannot be explained on the basis of native response tendencies, maturation, or temporary states of the organism (e.g., fatigue, drugs, etc.).

In light of this definition, instruction, typically viewed as the attempt to facilitate learning, might also be seen as the mindful structuring of a situation to be encountered by a learner(s) for purposes of bringing about some pre-specified change in his/her activities. As such, it is reasonable to assume that the major elements of an instructional system should correspond to the customary situational variables of "who," "when," "where," and "what." Translated into the context of education, these broad areas might be termed as:

1. Learner(s)
2. Teacher(s) or Trainer(s)
3. Time Structure
4. Physical Environment
5. Instructional Strategies and Materials

Quite obviously, each of the areas is multifaceted--that is, comprised of a number of significant dimensions. For example, the Learner area contains all those characteristics of the learner, or group of learners, which have relevance to the instructional process. Included in these concerns would be the number of learners comprising the instructional group, their state of instructional readiness, their experiential background, and their preferred style of learning. The

Teacher/Trainer area is similarly composed, except that the focus is placed upon the characteristics of the teacher and his/her preferred teaching style, strengths, and weaknesses. All variables dealing with time are subsumed under Time Structure. Representative concerns include the time of day, week, and month at which instruction takes place as well as how long each session lasts, how frequently each session meets, and the duration of each separate instructional activity taking place within a particular session. A host of physical characteristics comprises the Physical Environment area. In addition to the selection of the place at which instruction is to be offered, such concerns as the distance of the site from the learners, the physical dimensions of the meeting place, the seating arrangement, temperature, and humidity are relevant to this area. Finally, the Instructional Strategies and Materials area pertains to the mode by which instruction is to be offered and the availability of supporting materials and equipment. Among the more common modes of instruction are lecture, discussion, recitation, simulation, role-playing, case study, and supervised reading. A mode such as computer-assisted instruction highlights the extreme dependence which the choice of an instructional mode has on the availability of instructional materials and equipment and, therefore, the inclusion of such supporting devices in this area.

Consequent to this view of instruction, instructional design is conceived to be primarily a decision-making process in which choices are made among the various alternatives in each of the above-mentioned areas to reach a desired and pre-selected objective. In this regard, the five areas are quite obviously inter-dependent in the sense that the

choice of a particular option in one area strongly affects the decisions which must then be made in all other areas. Put differently, the areas tend to constrain each other. Beyond these internal effects, five other factors are considered to be particularly crucial in their potential for constraining the design of an instructional system. In brief, these are:

1. The Topic(s) and Objective(s) of Instruction.* Undoubtedly, the single most important factor affecting the design of an instructional system, inservice or otherwise, is the topic to be addressed and the desired learning outcome to be attained.

2. The Motivation of Intended Participants. Attention must be given to constructing the instructional system so that it (a) attracts intended participants, and (b) motivates participants to learn.

3. The Availability of Resources. Obviously, the range of feasible options is constrained by the material, financial, and human resources which can be expended upon the instructional system.

4. Instructional Requisites. Guided by the principles of educational psychology, research, craft wisdom, or intuition the instructional designer perceives certain combinations of the instructional components as more tenable than others. For example, most would agree-although it has not been "proven" in a strict sense--that it is not optimal to instruct 400 learners gathered in one place through the open discussion mode.

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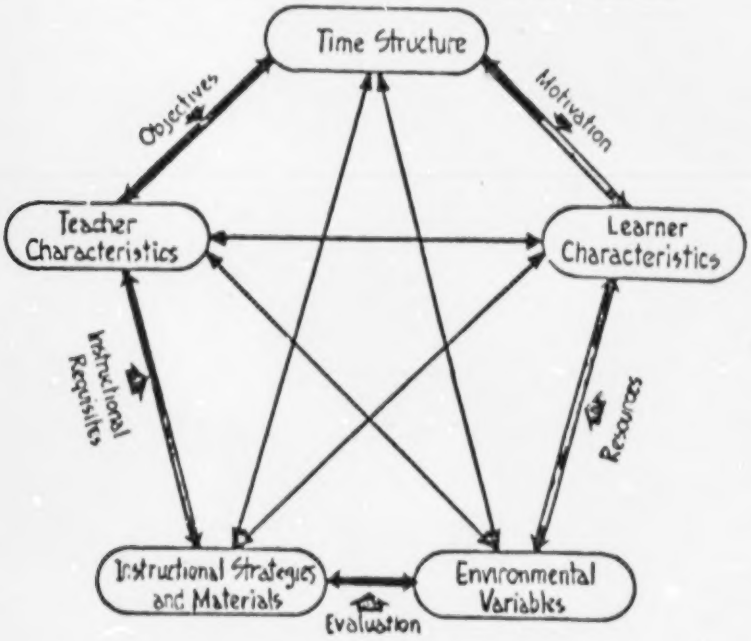
*Some might argue that the selection of a topic and objective is a major decision-making area in designing an instructional system rather than a factor strongly affecting the design. It is reasoned, however, that the selection of a topic clearly precedes even the decision to have an instructional system, much less the particular type of system desired. One identifies a need for instruction (a topic) and then designs an appropriate delivery system to meet the need.

5. Evaluation. In this age of accountablity and measurement, it is unthinkable to design a program which cannot be evaluated in terms of its effectiveness. It is probable that certain aspects of an instructional system will be selected on the basis of the evaluation methodology to be used.

In summary, the instructional process presented in the above paragraphs is pictured in the Figure below.

Figure

A Model of Instructional System Design



Therefore, in addition to identifying the desired topic of instruction, the UCEA-USOE needs assessment questionnaire package was designed to tap the preferences of prospective program participants regarding the several areas viewed as crucial to the design of an inservice instructional program. Special emphasis was placed upon gathering information relevant to those aspects of an inservice program which are under the control of the program designer.

Obviously, these preferences of the respondents are not mandates for design--the results of the survey should not be interpreted as such. Rather, the data collected should serve as but one of many sources of input affecting the decision-making of the program designer. In the absence of evidence to the contrary, however, the instructional preferences of the learners should not be ignored.

III. The Experience-Interest Inventory

In part, this survey instrument follows the "standard" needs assessment approach: it offers a list of topics judged to be of current importance* to school administrators and requests respondents to indicate their level of interest in each topic by checking one of four Likert-type response categories ("Very Strong", "Strong," "Moderate", and "No Interest"). However, following the lead of Vicino and Raymond of the Meser Public School Systems, the instrument also requests respondents to indicate their level of experience with respect to the activities reflected in each topical area. That is, for each topic, respondents are asked to categorize their level of familiarity as being either:

a. Expertise: practiced in area extensively and could serve as a consultant.
b. Some Experience: Worked in area, but not expert.
c. Some Knowledge: familiarity with some concepts, but have not worked in this area.
d. No Knowledge: very slight or no experience or knowledge in area.

The addition of this second rating scale serves three functions. First, it allows the calculation of a crude measure of "need " (the arithmetic difference between a respondent's level of interest and his/her level of experience). Second, the information gathered relevant to the program participants' level of experience could assist inservice program designers to more ably design the content of the inservice program: that is, the breadth and depth with which the topic should be introduced and

*Of course, the conclusions reached through use of such an instrument are distinctly limited to the specific topics presented. In this regard, the UCEA list of 47 topics (see instrument attached) was derived, with slight modifications, from an earlier and extensive study conducted by the National Academy of School Executives (NASE), the inservice branch of AASA.

addressed. And, third, the experience scale identifies individuals who might serve as valuable resources (i.e., those professionals with expertise in the area might function as presentors or small-group leaders) within the inservice program. Indeed, the Experience-Interest Inventory could stimulate the creation of a Human Resources Bank, a list of highly skilled professionals who could be called upon by other district personnel through both formal and informal channels.

STAFF DEVELOPMENT PREFERENCES

OF URBAN SCHOOL PRINCIPALS

(Form B)

A Needs Assessment Survey
Sponsored by the

University Council for Educational Administration

DIRECTIONS:

1) Please remove the Answer Sheet which is the last page of this booklet. Answer all questions on the Answer Sheet.

2) Please respond by circling numbers or writing answers, as each question indicates.

3) Please return the Answer Sheet to the person who distributed the questionnaire to you. Your responses will be forwarded directly to the University Council for Educational Administration.

THANK YOU VERY MUCH FOR YOUR HELP

A. EXPERIENCE - INTEREST INVENTORY

A1 For each topic listed below, please indicate your experience and interest in or need for in-service professional development programs. For each topic circle one number in the Experience column and one number in the Interest-Need column according to the following definitions:

Experience categories:

4) Expertise - practiced in area extensively and could serve as a consultant
3) Some experience - worked in area, but not expert
2) Some knowledge - familiarity with some concepts, but have not worked in this area
1) No knowledge - very slight or no experience or knowledge in area

Interest-Need categories:

4) Very strong - if at all possible would participate in an in-service program on this topic
3) Strong - would probably enroll in an in-service program on this topic
2) Moderate - would enroll in an in-service program on this topic only if it were "convenient"
1) None - would not attend in-service on this topic

01) Organizational patterns
02) Affective education
03) Alcohol and drug education
04) Systems approach to ed. management
05) Basic skills development programs
06) Career education
07) Collective negotiations and grievance procedures
08) Community education
09) Community involvement in educational decision-making
10) Conflict management
11) Competency-based curriculum development
12) Computer assisted instruction
13) Criterion referenced testing and student assessment
14) Curriculum renewal
15) Designing and conducting needs assessments
16) Developing effective communication patterns within the school
17) Developing school goals and objectives
18) Differentiated staffing
19) Due process and statutory rights in staff and student personnel administration
20) Early childhood programs
21) Educational planning
22) Evaluating administrators and supervisors
23) Evaluating the instructional staff
24) Family life education (including sex education)
25) Human relations in administration
26) Law and the school administrator
27) Management information systems (MIS)
28) Management by objectives (MBO)
29) Managing student behavior
30) Multi-cultural education
31) New methods of financing education
32) Open education
33) Organizational development (OD)
34) Organizing and conducting tax levy and bond issue campaigns
35) Planning and directing support services (food, transportation, maintenance, etc.)
36) Planning & development of affirmative action programs
37) Politics of education
38) Program evaluation
39) Program Planning, Budgeting, Evaluating Systems (PPBS)
40) Role of the state education agency
41) School-community relations programs
42) School desegregation
43) Special education
44) Staff development
45) Staff selection and termination
46) Strike management
47) Effective use of time

A2 Of all the topics listed in Question A1 above, which one would be of greatest interest to you as a basis for in-service programs? (In the space indicated on the Answer Sheet, write the number of the one topic.)

A3 Of all the topics listed in Question A1 above, which one would be of least interest to you as a basis for in-service programs? (In the space indicated on the Answer Sheet, write the number of one topic.)

B. PERSONAL DATA

B1 Age (in years)

B2 Sex
1) male 2) female

B3 Race or ethnicity
1) Native American (Indian)
2) Black
4) Oriental
5) Spanish surnamed

B4 Years of teaching experience prior to taking administrative position. (Do not include years as full-time administrator.)

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years
5) no prior experience

14

B5 Total years of experience as a principal (Count the present year as one year of experience.)

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years

B6 Years as principal in school of current employ

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years

B7 Level of academic attainment. (Circle one number indicating highest level of academic attainment.)

1) no college degree
2) Bachelor's degree
3) Specialist degree
4) Master's degree
5) Master's degree plus some additional graduate work
6) Master's degree plus all course work for the doctoral degree
7) Doctoral degree

B8 Major field of graduate study: (Circle one number.)

1) no graduate work
2) educational administration and supervision
3) secondary education
4) elementary education
5) physical education
6) some other educational specialty
7) humanities or fine arts
8) physical sciences
9) social sciences
10) business
11) other (specify)

B9 Are you presently pursuing an advanced degree?

1) yes
2) no, but I intend to start soon
3) no, and I do not intend to start soon

B10 If your answer to Question B9 was "yes," please indicate which of the following times among the following you have taken courses toward the degree you are now pursuing. (Circle all appropriate numbers.)

1) night classes
2) summer classes
3) classes taken on sabbatical or leave other than summer
4) weekend classes
5) daytime classes not in above categories

C. INSTITUTIONAL DATA

The following questions concern the school of your current employ. For questions which require judgmental categorization, please choose the single most descriptive response.

C1 Level

1) elementary school
2) junior high school
3) middle school
4) general comprehensive high school
5) academic or college preparatory high school
6) vocational high school
7) school for the handicapped
8) other (specify)

C2 Primary source of funding

1) public
2) private

C3 Approximate student enrollment (average daily attendance)

1) fewer than 150 students
2) 150-499 students
3) 500-999 students
4) 1,000-1,999 students
5) 2,000-2,999 students
6) 3,000 or more students

C4 Number of years school has received Title I funds

1) none for last five years
2) 1 year
3) 2-3 years
4) 4-5 years
5) more than 5 years

C5 Compared to other schools in my system, my school receives

1) more Title I funds
2) about the same amount of Title I funds
3) less Title I funds
4) no Title I funds

2

ANSWER SHEET - (Form B)

1:	EXPERIENCE				INTEREST-NEED			
	Expertise	Some Expertise	Some Knowledge	No Knowledge	Very Strong	Strong	Moderate	None
01	4	3	2	1	4	3	2	1
02	4	3	2	1	4	3	2	1
03	4	3	2	1	4	3	2	1
04	4	3	2	1	4	3	2	1
05	4	3	2	1	4	3	2	1
06	4	3	2	1	4	3	2	1
07	4	3	2	1	4	3	2	1
08	4	3	2	1	4	3	2	1
09	4	3	2	1	4	3	2	1
10	4	3	2	1	4	3	2	1
11	4	3	2	1	4	3	2	1
12	4	3	2	1	4	3	2	1
13	4	3	2	1	4	3	2	1
14	4	3	2	1	4	3	2	1
15	4	3	2	1	4	3	2	1
16	4	3	2	1	4	3	2	1
17	4	3	2	1	4	3	2	1
18	4	3	2	1	4	3	2	1
19	4	3	2	1	4	3	2	1
20	4	3	2	1	4	3	2	1
21	4	3	2	1	4	3	2	1
22	4	3	2	1	4	3	2	1
23	4	3	2	1	4	3	2	1
24	4	3	2	1	4	3	2	1
25	4	3	2	1	4	3	2	1
26	4	3	2	1	4	3	2	1
27	4	3	2	1	4	3	2	1
28	4	3	2	1	4	3	2	1
29	4	3	2	1	4	3	2	1
30	4	3	2	1	4	3	2	1
31	4	3	2	1	4	3	2	1
32	4	3	2	1	4	3	2	1
33	4	3	2	1	4	3	2	1
34	4	3	2	1	4	3	2	1
35	4	3	2	1	4	3	2	1
36	4	3	2	1	4	3	2	1
37	4	3	2	1	4	3	2	1
38	4	3	2	1	4	3	2	1
39	4	3	2	1	4	3	2	1
40	4	3	2	1	4	3	2	1
41	4	3	2	1	4	3	2	1
42	4	3	2	1	4	3	2	1
43	4	3	2	1	4	3	2	1
44	4	3	2	1	4	3	2	1
45	4	3	2	1	4	3	2	1
46	4	3	2	1	4	3	2	1
47	4	3	2	1	4	3	2	1

A2: Number _____ would be of greatest interest

A3: Number _____ would be of least interest

B1: _____ years

B2: 1 2

B3: 1 2 3 4 5
6: _____

B4: 1 2 3 4 5

B5: 1 2 3 4

B6: 1 2 3 4

B7: 1 2 3 4 5 6 7

B8: 1 2 3 4 5 6 7
8 9 10 11↓
_____

B9: 1 2 3

B10: 1 2 3 4 5

C1: 1 2 3 4 5 6 7
8: _____

C2: 1 2

C3: 1 2 3 4 5 6

C4: 1 2 3 4 5

C5: 1 2 3 4

IV. Scoring the Experience-Interest Inventory

The FORTRAN computer program listed on the following pages tabulates the responses to the Experience-Interest Inventory. It is equipped to deal simultaneously with one or more districts (see "Program Use Guidelines" to determine proper input format under each case). Roughly speaking, the program costs $3.00 per run exclusive of keypunching costs. The following statistics are produced:

a. Frequency and percentage distributions by response category within topic for both the levels of interest and experience.

b. Mean and standard deviation of all respondents within topic for both the levels of interest and experience. (For this purpose, the response categories are assigned the weights of 1 to 4 corresponding to low interest/experience to high interest/experience.)

c. Rank of topics for both the levels of interest and experience, based on the mean response weights.

d. Mean and standard deviation of "need" within topic. "Need" is computed by subtracting the level of experience from the level of interest.

e. Rank of topics in accordance with the average need score displayed across respondents.

f. Frequency distributions of topics selected as being of greatest and of least interest.

g. Descriptive statistics of demographic data of respondents.

Program Use Guidelines

Exclusive of the installation-specific JCL (i.e., accounting information and fortran run initiating punched cards), the following groups of punched cards must be entered to process the data collected from application of the Experience-Interest Inventory. The groups of cards are explained in the order in which they must enter the computer.

1. Scoring Program. The scoring program must be keypunched as it appears on the following pages. The standard rules of FORTRAN must be maintained.

2. Title Cards. These cards, as identified on the program listing which follows, are used to print the titles of the topics addressed by the questionnaire. They must be punched one to a card as they appear in the listing. To the program, they are data cards and must, therefore, follow the appropriate FORTRAN JCL card indicating the conclusion of the program proper (i.e., they should be treated as data rather than program).

3. Number of Districts Specification Card. This card specifies the number of districts (i.e., number of respondent groupings) which are to be processed during a particular run of the program. One number in integer format should appear on the card and end in the third column. This card must appear even if data from only one district is to be processed.

4. District Identification Card #1. This card specifies the name of the first district to be processed, the number of respondents (i.e., data cards) from that district, and the date (of either data collection or processing). The first 30 columns of the card are allocated to the

district's name; an integer specifying the number of respondents must end in card column 33; and the following 15 columns (i.e., ending in card column 48) are allocated to displaying the date. The district's name and the date may contain both numbers and letters.

5. Data from District #1. These cards contain the data derived from the Experience-Interest Inventory. Two cards are necessary for each respondent. The exact alignment of responses on the cards is specified in Table I.

6. If more than one district is to be processed at one time, card groupings 4 and 5 above should be repeated the appropriate number of times.

The order of card entry is summarized in the figure below.

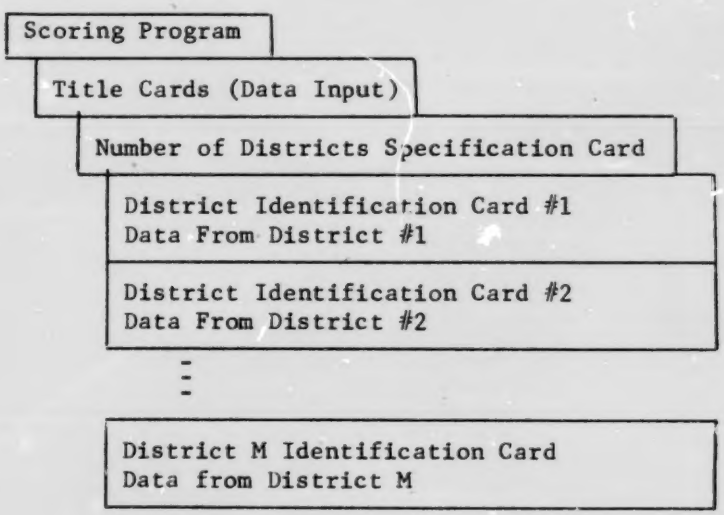


TABLE I

DATA ENTRY FORMAT for the Experience-Interest Inventory

The following input format description corresponds to the item numbering scheme used in the Experience-Interest Inventory questionnaire. Please consult the instrument itself, especially the "Answer Sheet," for clarification. Two data cards are generated for each respondent. All data entries must be right-justified.

Item	Data Card	Card Column
Accounting information (Code # to identify respondent and district)	1	1-7
Topic 1, Level of Experience	1	8
Topic 1, Level of Interest	1	9
Topic 2, Level of Experience	1	10
Topic 2, Level of Interest	1	11
Topic 3, Level of Experience	1	12
Topic 3, Level of Interest	1	13
⋮		
Topic 36, Level of Experience	1	78
Topic 36, Level of Interest	1	79
Accounting Information (code # to identify 2nd card for a respondent)	2	1-7
Topic 37, Level of Experience	2	8
Topic 37, Level of Interest	2	9
⋮		
Topic 47, Level of Experience	2	28
Topic 47, Level of Interest	2	29
A2	2	30-31
A3	2	32-33
B1	2	34-35
B2	2	36
B3	2	37
B4	2	38
B5	2	39

2

Item	Data Card	Card Column
B6	2	40
B7	2	41
B8	2	42-43
B9	2	44
B10	2	45-49
C1	2	50
C2	2	51
C3	2	52
C4	2	53
C5	2	54

```
      DIMENSION AE(47)
      DIMENSION  T(47,27),NR(18),NE(470,5),NI(470,5),DN(10),DATE(5),NEX(
     150,470),NIX(50,470),NPX(2,470),NRG(47),NG(47,470),NRE(47),NRI(47),
     2AI(47),SE(47),SI(47),PCI(47,5),PCE(47,5),AG(47),SG(47),AAI(47),AAE
     3(47),AAG(47),XNRKP(48),NNP(48),NRKI(47),NRKE(47),NRKG(47)
      DIMENSION NAGE(470),NQ(18,470),NP(5,48),N(18,12),PN(18,12)
      DIMENSION ZAAG(50)
      DO 1 I=1,47
    1 READ (5,2) (T(I,J),J=1,27)
    2 FORMAT(26A3,A2)
      READ (5,3) NNN
    3 FORMAT(I3)
      DO 1000 IHNAT=1,NNN
      DO 4 I=1,48
      AE(I)=0
      AI(I)=0
      SE(I)=0
      SI(I)=0
      DO 4 J=1,5
      NP(J,I)=0
      NE(I,J)=0
    4 NI(I,J)=0
      READ (5,5) (DN(LTP),LTP=1,10),NTOT,(DATE(KPT),KPT=1,5)
    5 FORMAT(10A3,I3,5A3)
      WRITE (6,100) (DN(LTP),LTP=1,10),(DATE(KPT),KPT=1,5),NTOT
  100 FORMAT(1H1,/////,33X,50HSTAFF DEVELOPMENT PREFERENCES OF SCHOOL PR
     1INCIPALS,/,47X,23HNEEDS ASSESSMENT SURVEY,//,44X,29HEXPERIENCE-INT
     3EREST INVENTORY,/,50X,17HFOR SELECT TOPICS,///,43X,10A3,//,51X,5A3
     4,//,45X,23HNUMBER OF RESPONDENTS  ,I3,//)
      DO 531 J=1,NTOT
      READ (5,8) ((NEX(I,J),NIX(I,J)),I=1,36)
    8 FORMAT(7X,36(I1,I1))
      READ (5,9) ((NEX(I,J),NIX(I,J)),I=37,47),(NPX(IA,J),IA=1,2),NAGE(J
     1),(NQ(LTIT,J),LTIT=1,18)
    9 FORMAT(7X,11(I1,I1),2I2,I2,6I1,I2,11I1)
  531 CONTINUE
      DO 6 I=1,47
      NRG(I)=0
      DO 6 J=1,NTOT
      M=NEX(I,J)*NIX(I,J)
      IF (M) 10,10,11
   10 NG(I,J)=1000
      GO TO 6
   11 NG(I,J)=NIX(I,J)-NEX(I,J)
      NRG(I)=NRG(I) + 1
    6 CONTINUE
      DO 12 I=1,47
      DO 13 J=1,NTOT
      AI(I)=AI(I) + NIX(I,J)
      AE(I)=AE(I) + NEX(I,J)
      SI(I)=SI(I) + NIX(I,J)*NIX(I,J)
      SE(I)=SE(I) + NEX(I,J)*NEX(I,J)
      NEX(I,J)=NEX(I,J) + 1
      NIX(I,J)=NIX(I,J) + 1
      M1=NEX(I,J)
```

```
      M2=NIX(I,J)
      NE(I,M1)=NE(I,M1) + 1
   13 NI(I,M2)=NI(I,M2) + 1
      NRE(I)=NTOT - NE(I,1)
   12 NRI(I)=NTOT - NI(I,1)
      DO 14 I=1,NTOT
      DO 14 J=1,2
      NPX(J,I)=NPX(J,I) + 1
      M=NPX(J,I)
   14 NP(J,M)=NP(J,M) + 1
      DO 15 I=1,47
      DO 16 J=2,5
      X1=NI(I,J)
      Y1=NRI(I)
      PCI(I,J)=(X1/Y1)*100.
      X2=NE(I,J)
      Y2=NRE(I)
      PCE(I,J)=(X2/Y2)*100.
   16 CONTINUE
      AE(I)=AE(I)/Y2
      AI(I)=AI(I)/Y1
      ZA=((SE(I)-(Y2*AE(I)*AE(I)))/(Y2-1.))
      ZB=((SI(I) - (Y1*AI(I)*AI(I)))/(Y1-1.))
      IF (ZA) 44,44,45
   44 SE(I)=0.
      GO TO 48
   45 SE(I)=SQRT((SE(I)-(Y2*AE(I)*AE(I)))/(Y2-1.))
   48 IF (ZB) 46,46,47
   46 SI(I)=0.
      GO TO 15
   47 SI(I)=SQRT((SI(I)-(Y1*AI(I)*AI(I)))/(Y1-1.))
   15 CONTINUE
      DO 17 I=1,47
      Y=NTOT
      PCI(I,1)=NI(I,1)/Y
   17 PCE(I,1)=NE(I,1)/Y
      DO 18 I=1,47
      AG(I)=0
      SG(I)=0.
      DO 19 J=1,NTOT
      IF (NG(I,J) - 500) 61,19,19
   61 AG(I)=NG(I,J) + AG(I)
      SG(I)=SG(I) + NG(I,J)*NG(I,J)
   19 CONTINUE
      AG(I)=AG(I)/NRG(I)
      ZOT=((SG(I)-(NRG(I)*AG(I)*AG(I)))/(NRG(I)-1.))
      IF (ZOT) 181,181,49
  181 SG(I)=0.
      GO TO 18
   49 SG(I)=SQRT((SG(I)-(NRG(I)*AG(I)*AG(I)))/(NRG(I)-1.))
   18 CONTINUE
      DO 22 I=1,47
      AAI(I)=AI(I)
      AAE(I)=AE(I)
      AAG(I)=AG(I)
```

```
111     22 XNRKP(I)=0
112        NCOUNT=1
113     84 Z=0.
114        DO 20 I=1,47
115     23 IF (AAI(I) - Z) 20,20,21
116     21 M=I
117        Z=AAI(I)
118     20 CONTINUE
119        AAI(M)=0.
120        NRKI(M)=NCOUNT
121        NCOUNT=NCOUNT + 1
122        IF (NCOUNT - 48) 84,24,24
123     24 CONTINUE
124        NCOUNT=1
125     85 Z=0.
126        DO 25 I=1,47
127     27 IF (AAE(I) - Z) 25,25,26
128     26 M=I
129        Z=AAE(I)
130     25 CONTINUE
131        AAE(M)=0.
132        NRKE(M)=NCOUNT
133        NCOUNT=NCOUNT + 1
134        IF (NCOUNT - 48) 85,28,28
135     28 CONTINUE
136        DO 997 I=1,47
137    997 ZAAG(I)=10 * AAG(I)
138        NCOUNT=1
139     86 Z=0.
140        DO 29 I=1,47
141     31 IF (ZAAG(I) - Z) 29,29,30
142     30 M=I
143        Z=ZAAG(I)
144     29 CONTINUE
145        ZAAG(M)=0.
146        NRKG(M)=NCOUNT
147        NCOUNT=NCOUNT + 1
148        IF (NCOUNT - 48) 86,32,32
149     32 CONTINUE
150        WRITE (6,162)
151    162 FORMAT (///,2X,32HA. EXPERIENCE-INTEREST INVENTORY)
152        WRITE (6,102)
153    102 FORMAT (///,2X,59HI. FREQUENCY DISTRIBUTION BY RESPONSE CATEGORY W
154           1ITHIN TOPIC,//,26X,14H**************,2X,10HEXPERIENCE,2X,14H******
155           2********,8X,15H**************,2X,8HINTEREST,2X,15H**************
156           4,/,7X,5HTOPIC,15X,5HBLANK,5X,3H(1),6X,3H(2),6X,3H(3),6X,3H(4),10X,
157           55HBLANK,5X,3H(1),6X,3H(2),6X,3H(3),6X,3H(4),/)
158        DO 39 I=1,47
159        WRITE (6,103) (NE(I,J),J=1,5),(NI(I,JA),JA=1,5)
160    103 FORMAT(/,10X,9HFREQUENCY,9X,I3,4(6X,I3),11X,I3,4(6X,I3))
161        WRITE (6,104) I,(T(I,J),J=1,27)
162    104 FORMAT (7X,I2,26A3,A2)
163     39 WRITE (6,105) (PCE(I,J),J=1,5),(PCI(I,JA),JA=1,5)
164    105 FORMAT (10X,8HPER CENT,2(8X,F6.2,4(3X,F6.2)))
165        WRITE (6,106)
```

```
166   106 FORMAT(///,2X,35HII. DESCRIPTIVE STATISTICS BY TOPIC,//,24X,14H***
167      1**********,2X,10HEXPERIENCE,2X,15H***************,8X,15H*********
168      2******,2X,8HINTEREST,2X,16H****************,/,25X,9HNUMBER OF,15X,
169      38HSTANDARD,3X,7HRANK BY,9X,9HNUMBER OF,15X,8HSTANDARD,3X,7HRANK BY
170      4,/,7X,5HTOPIC,12X,11HRESPONDENTS,3X,7HAVERAGE,3X,9HDEVIATION,3X,7H
171      5AVERAGE,8X,11HRESPONDENTS,3X,7HAVERAGE,3X,9HDEVIATION,3X,7HAVERAGE
172      6,/)
173         DO 40 I=1,47
174         WRITE (6,107) I,(T(I,J),J=1,27)
175   107 FORMAT(/,7X,I2,26A3,A2)
176    40 WRITE (6,108) NRE(I),AE(I),SE(I),NRKE(I),NRI(I),AI(I),SI(I),NRKI(I
177      1)
178   108 FORMAT (13X,2(15X,I3,8X,F5.3,6X,F6.4,6X,I2))
179         WRITE (6,109)
180   109 FORMAT(///,2X,87HIII. DESCRIPTIVE STATISTICS FOR THE DIFFERENCE BE
181      2TWEEN INTEREST AND EXPERIENCE BY TOPIC,//,50X,9H*********,2X,21HIN
182      3TEREST - EXPERIENCE,2X,9H*********,/,51X,9HNUMBER OF,15X,8HSTANDAR
183      4D,3X,7HRANK BY,/,7X,5HTOPIC,38X,11HRESPONDENTS,3X,7HAVERAGE,3X,9HD
184      5EVIATION,3X,7HAVERAGE,/)
185         DO 41 I=1,47
186         WRITE (6,107) I,(T(I,J),J=1,27)
187    41 WRITE (6,110) NRG(I),AG(I),SG(I),NRKG(I)
188   110 FORMAT(54X,I3,7X,F6.3,6X,F6.4,6X,I2)
189         WRITE (6,111)
190   111 FORMAT(///,2X,81HIV. FREQUENCY DISTRIBUTION OF TOPICS SELECTED AS
191      1BEING OF GREATEST/LEAST INTEREST,//,76X,9HFREQUENCY,14X,9HFREQUENC
192      2Y,/,7X,5HTOPIC,60X,17HGREATEST INTEREST,7X,14HLEAST INTEREST,/)
193         DO 42 I=1,47
194         M=I + 1
195         WRITE (6,107) I,(T(I,J),J=1,27)
196    42 WRITE (6,112) NP(1,M),NP(2,M)
197   112 FORMAT(79X,I3,19X,I3)
198         DO 500 I=1,18
199         DO 500 J=1,12
200   500 N(I,J)=0
201         DO 506 I=1,18
202         DO 507 J=1,NTOT
203         NQ(I,J)=NQ(I,J) + 1
204         M=NQ(I,J)
205   507 N(I,M)=N(I,M) + 1
206         IF (NTOT - N(I,1)) 563,563,564
207   563 NR(I)=1
208         GO TO 506
209   564 NR(I)=NTOT - N(I,1)
210   506 CONTINUE
211         Y=NTOT
212         DO 508 I=1,18
213         X=NR(I)
214         DO 508 J=1,12
215         IF (J-1) 508,509,510
216   510 PN(I,J)=(N(I,J)/X)*100.
217         GO TO 508
218   509 PN(I,J)=(N(I,J)/Y)*100.
219   508 CONTINUE
220         XNAGE=0.
```

```
      ATOT=0.
      ATOT2=0.
      DO 511 I=1,NTOT
      IF (NAGE(I)) 511,511,512
  512 XNAGE=XNAGE+1
      ATOT=ATOT + NAGE(I)
      ATOT2=ATOT2 + NAGE(I)*NAGE(I)
  511 CONTINUE
      AAGE=ATOT/XNAGE
      ASTD=(ATOT2- ((ATOT*ATOT)/XNAGE))/(XNAGE - 1.)
      ASTD=SQRT(ASTD)
      NNAGE=XNAGE
      WRITE (6,144) AAGE,ASTD,NNAGE
  144 FORMAT(///,2X,16HB. PERSONAL DATA,///,6X,7HB1. AGE,//,9X,11HAVERAG
     1E AGE,13X,F5.2,/,9X,18HSTANDARD DEVIATION,6X,F6.3,/,9X,21HNUMBER O
     2F RESPONDENTS,3X,I3)
      WRITE (6,145)
  145 FORMAT(//,6X,7HB2. SEX)
      WRITE (6,606) (N(1,K),K=1,3),(PN(1,KA),KA=1,3)
      WRITE (6,146)
  146 FORMAT(//,6X,21HB3. RACE OR ETHNICITY)
      WRITE (6,601) (N(2,K),K=1,7),(PN(2,KA),KA=1,7)
      WRITE (6,147)
  147 FORMAT(//,6X,72HB4. YEARS OF TEACHING EXPERIENCE PRIOR TO TAKING A
     1DMINISTRATIVE POSITION)
      WRITE (6,603) (N(3,K),K=1,6),(PN(3,KA),KA=1,6)
      WRITE (6,148)
  148 FORMAT(//,6X,44HB5. TOTAL YEARS OF EXPERIENCE AS A PRINCIPAL)
      WRITE (6,605) (N(4,K),K=1,5),(PN(4,KA),KA=1,5)
      WRITE (6,149)
  149 FORMAT(//,6X,50HB6. YEARS AS PRINCIPAL OF SCHOOL OF CURRENT EMPLOY
     1)
      WRITE (6,605) (N(5,K),K=1,5),(PN(5,KA),KA=1,5)
      WRITE (6,150)
  150 FORMAT(//,6X,32HB7. LEVEL OF ACADEMIC ATTAINMENT)
      WRITE (6,608) (N(6,K),K=1,8),(PN(6,KA),KA=1,8)
      WRITE (6,151)
  151 FORMAT(//,6X,33HB8. MAJOR FIELD OF GRADUATE STUDY)
      WRITE (6,152) (N(7,K),K=1,12),(PN(7,KA),KA=1,12)
  152 FORMAT(31X,29H******************************,2X,17HRESPONSE CATEGOR
     1Y,2X,29H******************************,/,21X,5HBLANK,5X,1H1,7X,1H2,
     27X,1H3,7X,1H4,7X,1H5,7X,1H6,7X,1H7,7X,1H8,7X,1H9,7X,2H10,6X,2H11,/
     3/,9X,6HNUMBER,7X,I3,11(5X,I3),/,9X,8HPER CENT,3X,F6.2,11(2X,F6.2))
      WRITE (6,153)
  153 FORMAT(//,6X,26HB9. CURRENT GRADUATE STUDY)
      WRITE (6,602) (N(8,K),K=1,4),(PN(8,KA),KA=1,4)
      WRITE (6,154)
  154 FORMAT(///,2X,21HC. INSTITUTIONAL DATA,///,6X,9HC1. LEVEL)
      WRITE (6,607) (N(14,K),K=1,9),(PN(14,KA),KA=1,9)
      WRITE (6,155)
  155 FORMAT(//,6X,29HC2. PRIMARY SOURCE OF FUNDING)
      WRITE (6,606) (N(15,K),K=1,3),(PN(15,KA),KA=1,3)
      WRITE (6,156)
  156 FORMAT(//,6X,34HC3. APPROXIMATE STUDENT ENROLLMENT)
      WRITE (6,601) (N(16,K),K=1,7),(PN(16,KA),KA=1,7)
```

```
      WRITE (6,159)
  159 FORMAT(//,6X,53HC4. NUMBER OF YEARS SCHOOL HAS RECEIVED TITLE I FU
     1NDS)
      WRITE (6,603) (N(17,K),K=1,6),(PN(17,KA),KA=1,6)
      WRITE (6,160)
  160 FORMAT(//,6X,37HC5. RELATIVE LEVEL OF TITLE I SUPPORT)
      WRITE (6,605) (N(18,K),K=1,5),(PN(18,KA),KA=1,5)
  601 FORMAT (31X,13H**************,2X,17HRESPONSE CATEGORY,2X,12H*******
     1*****,/,20X,5HBLANK,6X,1H1,8X,1H2,8X,1H3,8X,1H4,8X,1H5,8X,1H6,//,9
     2X,6HNUMBER,7(6X,I3),/,9X,8HPER CENT,2X,7(F6.2,3X))
  602 FORMAT(32X,17HRESPONSE CATEGORY,/,20X,5HBLANK,6X,1H1,8X,1H2,8X,1H3
     1,//,9X,6HNUMBER,4(6X,I3),/,9X,8HPER CENT,2X,4(F6.2,3X))
  603 FORMAT(31X,8H********,2X,17HRESPONSE CATEGORY,2X,8H********,/,20X,
     15HBLANK,6X,1H1,8X,1H2,8X,1H3,8X,1H4,8X,1H5,//,9X,6HNUMBER,6(6X,I3)
     2,/,9X,8HPER CENT,2X,6(F6.2,3X))
  605 FORMAT(31X,3H***,2X,17HRESPONSE CATEGORY,2X,4H****,/,20X,5HBLANK,6
     1X,1H1,8X,1H2,8X,1H3,8X,1H4,//,9X,6HNUMBER,5(6X,I3),/,9X,8HPER CENT
     2,2X,5(F6.2,3X))
  606 FORMAT(28X,17HRESPONSE CATEGORY,/,20X,5HBLANK,6X,1H1,8X,1H2,//,9X,
     16HNUMBER,3(6X,I3),/,9X,8HPER CENT,2X,3(F6.2,3X))
  607 FORMAT(31X,21H**********************,2X,17HRESPONSE CATEGORY,2X,21H
     1**********************,/,20X,5HBLANK,6X,1H1,8X,1H2,8X,1H3,8X,1H4,8X
     2,1H5,8X,1H6,8X,1H7,8X,1H8,//,9X,6HNUMBER,9(6X,I3),/,9X,8HPER CENT,
     32X,9(F6.2,3X))
  608 FORMAT(31X,19H*******************,2X,17HRESPONSE CATEGORY,2X,19H**
     1******************,/,20X,5HBLANK,6X,1H1,8X,1H2,8X,1H3,8X,1H4,8X,1H5
     2,8X,1H6,8X,1H7,//,9X,6HNUMBER,8(6X,I3),/,9X,8HPER CENT,2X,8(F6.2,3
     34X))
      WRITE (6,161)
  161 FORMAT(//////,35X,47HTHIS QUESTIONNAIRE AND PROGRAM WERE PRODUCED
     1BY,//,33X,53HTHE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
     2,/,52X,13HJANUARY, 1976,///,43X,31HQUESTIONS MAY BE ADDRESSED TO--
     3,//,26X,18HJACK A. CULBERTSON,8X,4HUCEA,/,52X,21H29 WEST WOODRUFF
     4AVE.,/,52X,20HCOLUMBUS, OHIO 43210,//,26X,16HWILLIAM J. DAVIS,10X,
     535HDEPT. OF EDUCATIONAL ADMINISTRATION,/,52X,18H309 GUNDERSEN HALL
     6,/,52X,25HOKLAHOMA STATE UNIVERSITY,/,52X,26HSTILLWATER, OKLAHOMA
     774074)
 1000 CONTINUE
      STOP
      END
//GO.SYSIN DD *
. ADMINISTRATIVE ORGANIZATIONAL PATTERNS
. AFFECTIVE EDUCATION
. ALCOHOL AND DRUG EDUCATION
. APPRECIATION OF THE SYSTEMS APPROACH TO EDUCATIONAL MANAGEMENT
. BASIC SKILLS DEVELOPMENT PROGRAMS
. CAREER EDUCATION
. COLLECTIVE NEGOTIATIONS AND GRIEVANCE PROCEDURES
. COMMUNITY EDUCATION
. COMMUNITY INVOLVEMENT IN EDUCATIONAL DECISION-MAKING
. CONFLICT MANAGEMENT
. COMPETENCY-BASED CURRICULUM DEVELOPMENT
. COMPUTER ASSISTED INSTRUCTION
. CRITERION REFERENCED TESTING AND STUDENT ASSESSMENT
. CURRICULUM RENEWAL
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(Title Cards)

331 . DESIGNING AND CONDUCTING NEEDS ASSESSMENTS
332 . DEVELOPING EFFECTIVE COMMUNICATION PATTERNS WITHIN THE SCHOOL
333 . DEVELOPING SCHOOL GOALS AND OBJECTIVES
334 . DIFFERENTIATED STAFFING
335 . DUE PROCESS AND STATUTORY RIGHTS IN STAFF AND STUDENT PERSONNEL ADMINISTR
336 . EARLY CHILDHOOD PROGRAMS
337 . EDUCATIONAL PLANNING
338 . EVALUATING ADMINISTRATORS AND SUPERVISORS
339 . EVALUATING THE INSTRUCTIONAL STAFF
340 . FAMILY LIFE EDUCATION (INCLUDING SEX EDUCATION)
341 . HUMAN RELATIONS IN ADMINISTRATION
342 . LAW AND THE SCHOOL ADMINISTRATOR
343 . MANAGEMENT INFORMATION SYSTEMS
344 . MANAGEMENT BY OBJECTIVES (MBO)
345 . MANAGING STUDENT BEHAVIOR
346 . MULTI-CULTURAL EDUCATION
347 . NEW METHODS OF FINANCING EDUCATION
348 . OPEN EDUCATION
349 . ORGANIZATIONAL DEVELOPMENT
350 . ORGANIZING AND CONDUCTING TAX LEVY AND BOND ISSUE CAMPAIGNS
351 . PLANNING AND DIRECTING SUPPORT SERVICES
352 . PLANNING AND DEVELOPING AFFIRMATIVE ACTION PROGRAMS
353 . POLITICS OF EDUCATION
354 . PROGRAM EVALUATION
355 . PROGRAM, PLANNING, BUDGETING, EVALUATING SYSTEMS (PPBS)
356 . ROLE OF THE STATE EDUCATION AGENCY
357 . SCHOOL-COMMUNITY RELATIONS PROGRAMS
358 . SCHOOL DESEGREGATION
359 . SPECIAL EDUCATION
360 . STAFF DEVELOPMENT
361 . STAFF SELECTION AND TERMINATION
362 . STRIKE MANAGEMENT
363 . TIME MANAGEMENT (EFFECTIVE TIME UTILIZATION)
EOF..

(Title Cards)

V. The Design for Staff Development Preference Inventory

This questionnaire is comprised of 46 multiple-choice questions and takes approximately 20 minutes to complete. The items primarily address issues relevant to the design of an inservice program, including the following areas:

1. Motivation: The Climate of Receptivity for Inservices Programs in General
   (Before an inservice program is designed and offered, it seems reasonable to gauge the general interest level of prospective participants. If prospective participants are not interested, then efforts might be expended on understanding the reasons for this condition and altering the climate of receptivity before proceeding with the program.)
2. Factors Hindering Participation in Prior Programs
3. Factors Promoting Participation in the Program: Rewards
4. Time Structure: Date, Length and Frequency
5. The Environment: Location of the Program
6. Learning Strategies
7. Characteristics of the Teacher/Trainer
8. Program Size

STAFF DEVELOPMENT PREFERENCES

OF URBAN SCHOOL PRINCIPALS

(Form A)

A Needs Assessment Survey
Sponsored by the

University Council for Educational Administration

DIRECTIONS:

1. Please remove the Answer Sheet which is the last page of this booklet. Answer all questions on the Answer Sheet.

2. Please respond by circling numbers or writing answers, as each question indicates.

3. Please return the Answer Sheet to the person who distributed the questionnaire to you. Your responses will be forwarded directly to the University Council for Educational Administration.

THANK YOU VERY MUCH FOR YOUR HELP

A. GENERAL INTEREST IN IN-SERVICE TRAINING PROGRAMS

A.1 In general, which of the following represents your interests in attending in-service professional development programs? (Circle one number on the Answer Sheet.)

1) high
2) medium
3) low
4) not at all interested

A.2 Assuming that programs concerning topics of your interest were available, approximately how much time would you be willing to spend attending in-service professional development programs during a school year? (Circle one number on the Answer Sheet.)

1) 1 day
2) 2 days
3) 3 to 5 days
4) 6 to 10 days
5) more than 10 days
6) no time at all

A.3 How much released time could you realistically expect to obtain during a school year that you would be willing to devote to your own in-service training? (Circle one number.)

1) 1 day
2) 2 days
3) 3 to 5 days
4) 6 to 10 days
5) more than 10 days
6) no time at all

A.4 In general, which of the following agencies do you think should have primary responsibility for designing in-service professional development programs for principals? (Circle the appropriate numbers.)

1) local school district
2) state educational agency
3) local groups of principals
4) university-related agencies
5) professional educational agency
6) other (specify)

A.5 Please indicate the extent to which the presence of each of the following features would affect your decision to attend an in-service program. (Circle a number in one column for each of the items listed below according to the following descriptors:

(4) Strongly attractive - would affect my decision to attend
(3) Attractive - a "nice" feature to have attached to a program, but would not affect my decision to attend
(2) Inconsequential - would have no affect upon my decision to attend and I would not care if it were present or not
(1) Detractive - would have a negative affect upon my decision to attend):

01) school district credit for pay purposes
02) obtaining released time
03) university credit
04) meet certification requirements
05) written certificate of achievement
06) program held in "attractive" location
07) widespread participation by peers
08) presentation by recognized scholar in field
09) opportunity to travel
10) other (specify)

A.6 Of the list of features presented in Question A.5 above, which feature is most attractive to you? (On the Answer Sheet, write the number of the most attractive feature.)

A.7 Excluding regular coursework at a university, approximately how many days did you devote to organized in-service professional development programs last year? (Circle one number.)

1) 1 day
2) 2 days
3) 3 to 5 days
4) 6 to 10 days
5) more than 10 days
6) no time at all

A.8 Did you take any classes at a university last year? (Circle one number.)

1) yes, during the summer
2) yes, during the school year
3) yes, during both the school year and summer
4) no

A.9 Excluding coursework at a university, how many different in-service programs did you attent last year? (Circle one number.)

1) none
2) one
3) two
4) three
5) four
6) more than four

A.10 Did you attend as many in-service programs last year as you would have liked to attend? (Circle one number.)

1) yes
2) no

A.11 If your answer to question A.10 above was "no," which of the following responses best describes your reason for not attending any (or any other) in-service programs? (Circle one number if appropriate.)

1) I could locate no (or no other) programs which were of interest.
2) I could locate no (or no other) programs which were scheduled at times I could attend.
3) I generally find in-service programs to be a "waste of time."
4) I could not obtain any (or any additional) released time.
5) I could not obtain any (or any additional) support funds for travel and/or fees.
6) My job responsibilities would not permit any (or any additional) absence.
7) Other (specify).

A.12 Within the last two years, was there a <u>particular</u> in-service program which you would have liked to attend but could not or did not attend? (Circle one number.)

1) yes 2) no

A.13 If your response to Question A.12 above was "yes," which of the following categories best describes your reason for not attending the program? (Circle one number if appropriate.)

1) I did not learn of the program until it was too late to make the necessary arrangements for attending.
2) I could not obtain released time.
3) The program occurred at a time when my job responsibilities required my continuous attention.
4) I could not secure the necessary funds for travel and/or fees.
5) My superiors took a dim view of my participating.
6) Other (specify)

B. <u>PREFERRED FORMAT FOR IN-SERVICE PROGRAMS</u>

In answering the questions in this section, please assume that we are discussing the elements of an in-service program on a topic of strong interest to you. That is, assume that you are committed to participate in an in-service program and we are now trying to fit the format of that program to your preferences. Naturally, these preferences must be tempered by the realities of your job responsibilities. Please try to balance these factors in answering the questions.

B.1 Given the dictates of reality, when should in-service training programs be held?

1) during the school year
2) on school year holidays and vacations
3) during the summer
4) other (specify)

B.2 If an in-service program were held during the school year, when should it be scheduled?

1) on weekends 2) during the "working day" 3) after working hours

B.3 If an in-service program were scheduled during the school year, during which <u>three</u> months (not necessarily consecutive) would it be most convenient for you to attend? (Circle <u>three</u> numbers on the Answer Sheet.)

1) September 5) January 8) April
2) October 6) February 9) May
3) November 7) March 10) June
4) December

B.4 Generally speaking, which type of in-service programs do you prefer:

1) intensive (only one gathering of the participants which may last for one or more days)
2) continuing (a series of gatherings on a weekly or monthly basis)

B.5 If you were to participate in an in-service program to be held within <u>easy commuting distance</u> and requiring six meetings of the participants (i.e., continuing), according to which schedule would you prefer that the meetings be held?

1) on consecutive days or night
2) weekly
3) bi-weekly
4) monthly

B.6 What is the maximum <u>one-way</u> distance you would travel to attend an in-service program and still consider the location of the program to be within "<u>easy commuting distance</u>"?

1) 5 miles 3) 20 miles 5) 100 miles 7) more than 200 miles
2) 10 miles 4) 50 miles 6) 200 miles

B.7 If you were to participate in an in-service program which had only one gathering of the participants (i.e., "intensive"), what is the maximum number of days which you feel you could/prefer to leave your job and attend the program?

1) 1 day
2) 2 days
3) 3 to 5 days
4) 6 to 10 days
5) more than 10 days
6) could not attend at all

B.8 If you were to participate in an in-service program of three days duration, which location would you prefer?

1) within easy commuting distance
2) in a distant city known for its tourist facilities

B.9 If you were to participate in an in-service program held in a city known for its tourist facilities, which particular city would you find most desirable?

B.10 Generally speaking and in terms of promoting your own learning, what is your preferred maximum duration for a lecture?

1) 15 minutes
2) 30 minutes
3) 1 hour
4) 1-1/2 hours
5) 2 hours
6) longer than 2 hours

B.11 Generally speaking and in terms of promoting your own learning, what is your preferred maximum duration for a discussion session?

1) 15 minutes
2) 30 minutes
3) 1 hour
4) 1-1/2 hours
5) 2 hours
6) longer than 2 hours

B.12 Generally speaking and in terms of promoting your own learning, what is your preferred maximum size of a discussion group?

1) 5 or fewer people
2) 6 to 10 people
3) 11 to 15 people
4) 16 to 20 people
5) 21 to 30 people
6) more than 30 people

B.13 In general, in what size group do you feel most comfortable and most effective?

1) programs with fewer than 10 participants
2) 10 to 25 participants
3) 26 to 50 participants
4) 26 to 50 participants
5) 50 to 100 participants

B.14 In general, which of the following groups is preferable in the role of principal trainer in an in-service program?

1) school administrators
2) university professors
3) "in-house" directors of staff development
4) other (specify)

B.15 Which of the following locations do you find most attractive for housing an in-service program?

1) school within easy commuting distance
2) nearby university
3) nearby convention facility
4) nearby retreat facility
5) non-local school
6) non-local university
7) attractive city at some distance from home

B.16 Assuming that each of the following modes of instruction is presented expertly, please indicate your degree of preference for each: (Circle a number in one column for each item.)

01) lecture
02) discussion groups
03) simulation
04) gaming
05) computer-assisted instruction
06) programmed learning
07) independent study
08) tele-lecture
09) films
10) case study
11) site visit
12) role playing
13) O.D. (organizational development) process techniques
14) supervised readings
15) internship experience
16) other (specify)

B.17 From the list of instructional modes in Question B.16 above, which is your most preferred mode?

B.18 From the list of instructional modes in Question B.16 above, which is your least preferred mode?

C. PERSONAL DATA

C.1 Age (in years)

C.2 Sex

1) male 2) female

C.3 Race or ethnicity

1) Native American (Indian)
2) Black
3) Caucasion
4) Oriental
5) Spanish surnamed
6) Other (specify)

C.4 Years of teaching experience prior to taking administrative position. (Do not include years as full-time administrator.)

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years
5) no prior experience

C.5 Total years of experience as a principal (Count the present year as one year of experience.)

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years

C.6 Years as principal of school of current employ.

1) 1 year
2) 2 to 4 years
3) 5 to 9 years
4) 10 or more years

C.7 Level of academic attainment. (Circle one number indicating highest level of academic attainment.)

1) no college degree
2) Bachelor's degree
3) Specialist degree
4) Master's degree
5) Master's degree plus some additional graduate work
6) Master's degree plus all course work for the doctoral degree
7) Doctoral degree

C.8 Major field of graduate study: (Circle one number.)

1) no graduate work
2) educational administration and supervision
3) secondary education
4) elementary education
5) physical education
6) some other educational speciality
7) humanities or fine arts
8) physical sciences
9) social sciences
10) business
11) other (specify)

C.9 Are you presently pursuing an advanced degree? (Circle one number.)

1) yes
2) no, but I intend to start soon
3) no, and I do not intend to start soon

C.10 If your answer to Question C.9 was "yes," please indicate which times among the following you have taken courses toward the degree you are now pursuing. (Circle all appropriate numbers.)

1) night classes
2) summer classes
3) classes taken on sabbatical or leave other than summer
4) weekend classes
5) daytime classes not in above categories

D. INSTITUTIONAL DATA

The following questions concern the school of your current employ. For questions which require judgmental categorization, please choose the single most descriptive response. (Circle one number on the Answer Sheet for each question below.)

D.1 Level

1) elementary school
2) junior high school
3) middle school
4) general comprehensive high school
5) academic or college preparatory high school
6) vocational high school
7) school for the handicapped
8) other (specify)

D.2 Primary source of funding

1) public 2) private

D.3 Approximate student enrollment (average daily attendance)

1) fewer than 150 students
2) 150-499 students
3) 500-999 students
4) 1,000-1,99[illegible]udents
5) 2,000-2,999 students
6) 3,000 or more students

D.4 Number of years school has received Title I funds

1) none for the last five years
2) 1 year
3) 2-3 years
4) 4-5 years
5) more than 5 years

D.5 Compared to other schools in my system, my school receives

1) more Title I funds
2) about the same amount of Title I funds
3) less Title I funds
4) no Title I funds

END OF QUESTIONNAIRE

ANSWER SHEET (FORM A)

CODE _____

A1: 1 2 3 4

A2: 1 2 3 4 5 6

A3: 1 2 3 4 5 6

A4: 1 2 3 4 5
6: _____

A5:

	strongly attractive	attractive	inconse-quential	detractive
01	4	3	2	1
02	4	3	2	1
03	4	3	2	1
04	4	3	2	1
05	4	3	2	1
06	4	3	2	1
07	4	3	2	1
08	4	3	2	1
09	4	3	2	1
10	4	3	2	1

A6: number ____ is most attractive

A7: 1 2 3 4 5 6

A8: 1 2 3 4

A9: 1 2 3 4 5 6

A10: 1 2

A11: 1 2 3 4 5 6
7: _____

A12: 1 2

A13: 1 2 3 4 5
6: _____

B1: 1 2 3
4: _____

....continued next column....

B2: 1 2 3

B3: 1 2 3 4 5 6 7 8
9 10

B4: 1 2

B5: 1 2 3 4

B6: 1 2 3 4 5 6 7

B7: 1 2 3 4 5 6

B8: 1 2

B9: Most preferred city:
_____

B10: 1 2 3 4 5 6

B11: 1 2 3 4 5 6

B12: 1 2 3 4 5 6

B13: 1 2 3 4 5

B14: 1 2 3
4: _____

B15: 1 2 3 4 5 6 7

B16:

	Strongly Prefer	Mildly Prefer	Indifferent	Dislike	Not Appropriate
01	4	3	2	1	5
02	4	3	2	1	5
03	4	3	2	1	5
04	4	3	2	1	5
05	4	3	2	1	5
06	4	3	2	1	5
07	4	3	2	1	5
08	4	3	2	1	5
09	4	3	2	1	5
10	4	3	2	1	5
11	4	3	2	1	5
12	4	3	2	1	5
13	4	3	2	1	5
14	4	3	2	1	5
15	4	3	2	1	5
16	4	3	2	1	5

B17: Most preferred:
(number) _____

B18: Least preferred:
(number) _____

C1: _____ years

C2: 1 2

C3: 1 2 3 4 5
6: _____

C4: 1 2 3 4 5

C5: 1 2 3 4

C6: 1 2 3 4

C7: 1 2 3 4 5 6 7

C8: 1 2 3 4 5 6 7
8 9 10 11

C9: 1 2 3

C10: 1 2 3 4 5

D1: 1 2 3 4 5 6 7
8: _____

D2: 1 2

D3: 1 2 3 4 5 6

D4: 1 2 3 4 5

D5: 1 2 3 4

THE END

VI. Scoring the Design for Staff Development Preference Inventory

The FORTRAN computer program listed on the following pages tabulates the responses to the Design for Staff Development Preference Inventory. It is equipped to deal simultaneously with one or more districts. Roughly speaking, the program costs $3.00 per run exclusive of keypunching costs. Where appropriate, frequency counts, percentages, means, and standard deviations are produced.

Program Use Guidelines

With the following two exceptions, the program is prepared for use in identical fashion to the scoring program for the Experience-Interest-Inventory:

1. The "Number of Districts Specifications Card" must end in the fourth rather than the third card column.

2. The data from the questionnaire must follow the format specified in Table II below.

TABLE II

DATA ENTRY FORMAT for the Design for Staff Development Preference Inventory

The following input format description corresponds to the item numbering scheme used on the Design for Staff Development Preference Inventory questionnaire. Please consult the instrument itself, especially the "Answer Sheet," for clarification. Two data cards are generated for each respondent. All data entries must be right-justified.

Item	Data Card	Card Column
Accounting Information (Code # to identify respondent and district)	1	1-7
A.1	1	8
A.2	1	9
A.3	1	10
A.4	1	11
A.5.01	1	12
A.5.02	1	13
A.5.03	1	14
A.5.04	1	15
A.5.05	1	16
A.5.06	1	17
A.5.07	1	18
A.5.08	1	19
A.5.09	1	20
A.5.10	1	21
A.6	1	22-23
A.7	1	24
A.8	1	25
A.9	1	26
A.10	1	27
A.11	1	28
A.12	1	29

Item	Data Card	Card Column
A.13	1	30
B.1	1	31
B.2	1	32
B.3 (first month circled)	1	33-34
B.3 (second month)	1	35-36
B.3 (third month)	1	37-38
B.4	1	39
B.5	1	40
B.6	1	41
B.7	1	42
B.8	1	43
B.10	1	44
B.11	1	45
B.12	1	46
B.13	1	47
B.14	1	48
B.15	1	49
B.16.01	1	50
B.16.02	1	51
B.16.03	1	52
B.16.04	1	53
⋮		
B.16.16	1	65
B.17	1	66-67
B.18	1	68-69
Accounting Information (Code #of 2nd card for respondent)	2	1-7
C.1	2	8-9
C.2	2	10
C.3	2	11
C.4	2	12
C.5	2	13
C.6	2	14
C.7	2	15

Item	Data Card	Card Column
C.8	2	16-17
C.9	2	18
C.10	2	19-23
D.1	2	24
D.2	2	25
D.3	2	26
D.4	2	27
D.5	2	28

```
      DIMENSION N(71,17),DN(10),NQ(71,510),NAGE(510),NQ1(3,510),NR(71),P
     1N(71,17),ND3(13),PCD3(13),AB5(10),AD16(16),T(26,7),DATE(5)
      DO 80 I=1,26
   80 READ (5,99) (T(I,J),J=1,7)
   99 FORMAT (6A3,A2)
      READ (5,1) NNN
    1 FORMAT (I4)
      DO 1000 LP=1,NNN
      DO 2 I=1,71
      DO 2 J=1,17
    2 N(I,J)=0
      READ (5,3) (DN(LTP),LTP=1,10),NTOT,(DATE(KPT),KPT=1,5)
    3 FORMAT (10A3,I3,4A3,A1)
      WRITE (6,100) (DN(LTP),LTP=1,10),(DATE(KPT),KPT=1,5),NTOT
  100 FORMAT(1H1,/////,33X,50HSTAFF DEVELOPMENT PREFERENCES OF SCHOOL PR
     1INCIPALS,/,47X,23HNEEDS ASSESSMENT SURVEY,///,43X,10A3,//,52X,4A3,
     2A1,//,45X,23HNUMBER OF RESPONDENTS  ,I3,//)
      DO 4 J=1,NTOT
      READ (5,5) (NQ(I,J),I=1,24),(NQ1(I1,J),I1=1,3),(NQ(I2,J),I2=25,53)
    5 FORMAT (7X,14I1,I2,9I1,3I2,27I1,2I2)
      READ (5,71) NAGE(J),(NQ(I,J),I=54,71)
   71 FORMAT (7X,I2,6I1,I2,11I1)
    4 CONTINUE
      DO 6 I=1,71
      DO 7 J=1,NTOT
      NQ(I,J)=NQ(I,J)+1
      M=NQ(I,J)
    7 N(I,M)=N(I,M)+1
      IF (NTOT-N(I,1)) 63,63,64
   63 NR(I)=1
      GO TO 6
   64 NR(I)=NTOT - N(I,1)
    6 CONTINUE
      Y=NTOT
      DO 8 I=1,71
      X=NR(I)
      DO 8 J=1,17
      IF (J-1) 8,9,10
   10 PN(I,J)=(N(I,J)/X)*100.
      GO TO 8
    9 PN(I,J)=(N(I,J)/Y)*100.
    8 CONTINUE
      XNAGE=0.
      ATOT=0.
      ATOT2=0.
      DO 11 I=1,NTOT
      IF (NAGE(I)) 11,11,12
   12 XNAGE=XNAGE+1.
      ATOT=ATOT + NAGE(I)
      ATOT2=ATOT2+NAGE(I)*NAGE(I)
   11 CONTINUE
      AAGE=ATOT/XNAGE
      ASTD=(ATOT2 - ((ATOT*ATOT)/XNAGE))/(XNAGE - 1.)
      ASTD=SQRT(ASTD)
      NNAGE=XNAGE
```

```
      DO 14 I=1,13
   14 ND3(I)=0
      DO 13 I=1,NTOT
      DO 13 J=1,3
      NQ1(J,I)=NQ1(J,I) + 1
      M=NQ1(J,I)
   13 ND3(M)=ND3(M)+1
      XD3=NTOT-ND3(1)
      XD3=(XD3 * 3)
      YD3=NTOT
      PCD3(1)=(ND3(1)/YD3)*100.
      DO 15 I=2,13
   15 PCD3(I)=(ND3(I)/XD3)*100.
      DO 16 I=5,14
      M=I - 4
      AB5(M)=0.
      XB5=NR(I)
      DO 17 J=2,5
   17 AB5(M)=AB5(M)+(J-1)*N(I,J)
   16 AB5(M)=(AB5(M)/XB5)
      DO 18 I=36,51
      M=I - 35
      AD16(M)=0.
      XD16=NR(I)
      DO 19 J=2,5
   19 AD16(M)=AD16(M)+(J-1)*N(I,J)
   18 AD16(M)=(AD16(M)/XD16)
  101 FORMAT (31X,13H**************,2X,17HRESPONSE CATEGORY,2X,12H*******
     1*****,/,20X,5HBLANK,6X,1H1,8X,1H2,8X,1H3,8X,1H4,8X,1H5,8X,1H6,//,9
     2X,6HNUMBER,7(6X,I3),/,9X,8HPER CENT,2X,7(F6.2,3X))
  102 FORMAT(32X,17HRESPONSE CATEGORY,/,20X,5HBLANK,6X,1H1,8X,1H2,8X,1H3
     1,//,9X,6HNUMBER,4(6X,I3),/,9X,8HPER CENT,2X,4(F6.2,3X))
  103 FORMAT(31X,8H********,2X,17HRESPONSE CATEGORY,2X,8H********,/,20X,
     15HBLANK,6X,1H1,8X,1H2,8X,1H3,8X,1H4,8X,1H5,//,9X,6HNUMBER,6(6X,I3)
     2,/,9X,8HPER CENT,2X,6(F6.2,3X))
  104 FORMAT(31X,26H**************************,2X,17HRESPONSE CATEGORY,2
     1X,26H**************************,/,20X,5HBLANK,6X,1H1,8X,1H2,8X,1H3
     2,8X,1H4,8X,1H5,8X,1H6,8X,1H7,8X,1H8,8X,1H9,//,9X,6HNUMBER,10(6X,I3
     4),/,9X,8HPER CENT,2X,10(F6.2,3X))
  105 FORMAT(31X,3H***,2X,17HRESPONSE CATEGORY,2X,4H****,/,20X,5HBLANK,6
     1X,1H1,8X,1H2,8X,1H3,8X,1H4,//,9X,6HNUMBER,5(6X,I3),/,9X,8HPER CENT
     2,2X,5(F6.2,3X))
  106 FORMAT(28X,17HRESPONSE CATEGORY,/,20X,5HBLANK,6X,1H1,8X,1H2,//,9X,
     16HNUMBER,3(6X,I3),/,9X,8HPER CENT,2X,3(F6.2,3X))
  107 FORMAT(31X,21H**********************,2X,17HRESPONSE CATEGORY,2X,21H
     1**********************,/,20X,5HBLANK,6X,1H1,8X,1H2,8X,1H3,8X,1H4,8X
     2,1H5,8X,1H6,8X,1H7,8X,1H8,//,9X,6HNUMBER,9(6X,I3),/,9X,8HPER CENT,
     32X,9(F6.2,3X))
  108 FORMAT(31X,19H******************,2X,17HRESPONSE CATEGORY,2X,19H**
     1******************,/,20X,5HBLANK,6X,1H1,8X,1H2,8X,1H3,8X,1H4,8X,1H5
     2,8X,1H6,8X,1H7,//,9X,6HNUMBER,8(6X,I3),/,9X,8HPER CENT,2X,8(F6.2,3
     4X))
      WRITE (6,113)
  113 FORMAT(///,2X,50HA. GENERAL INTEREST IN INSERVICE TRAINING PROGRAM
     1S,///,6X,52HA1. GENERAL INTEREST IN ATTENDING INSERVICE PROGRAMS)
```

```
      WRITE (6,105) (N(1,K),K=1,5),(PN(1,KA),KA=1,5)
      WRITE (6,114)
  114 FORMAT(//,6X,64HA2. GROSS AMOUNT OF TIME WILLING TO DEVOTE TO INSE
     1RVICE PROGRAMS)
      WRITE (6,101) (N(2,K),K=1,7),(PN(2,KA),KA=1,7)
      WRITE (6,115)
  115 FORMAT(//,6X,50HA3. OBTAINABLE RELEASE TIME FOR INSERVICE PROGRAMS
     1)
      WRITE (6,101) (N(3,K),K=1,7),(PN(3,KA),KA=1,7)
      WRITE (6,116)
  116 FORMAT(//,6X,55HA4. AGENCY RESPONSIBLE FOR DESIGNING INSERVICE PR6
     1GRAMS)
      WRITE (6,101) (N(4,K),K=1,7),(PN(4,KA),KA=1,7)
      WRITE (6,117)
  117 FORMAT(//,6X,72HA5. AND A6. FEATURES AFFECTING THE DECISION TO ATT
     1END INSERVICE PROGRAMS,//,85X,8HSTRONGLY,3X,7HAVERAGE,4X,4HMOST,/,
     236X,5HBLANK,2X,10HDETRACTIVE,2X,15HINCONSEQUENTIAL,2X,10HATTRACTIV
     3E,2X,10HATTRACTIVE,3X,5HSCORE,3X,9HPREFERRED,/,46X,3H(1),12X,3H(2)
     4,11X,3H(3),9X,3H(4))
  118 FORMAT(/,9X,6A3,A2,3X,1HN,4X,I3,6X,I3,12X,I3,11X,I3,9X,I3,7X,F5.3,
     16X,I3,/,31X,2HPC,2X,F6.2,3X,F6.2,9X,F6.2,8X,F6.2,6X,F6.2,15X,F6.2)
      DO 90 I=1,10
      JK=I+1
      L=I+4
   90 WRITE (6,118) (T(I,LJ),LJ=1,7),(N(L,K),K=1,5),ABS(I),N(15,JK),(PN(
     1L,KA),KA=1,5),PN(15,JK)
      WRITE (6,120)
  120 FORMAT(//,6X,48HA7. DAYS DEVOTED TO INSERVICE PROGRAMS LAST YEAR)
      WRITE (6,101) (N(16,K),K=1,7),(PN(16,KA),KA=1,7)
      WRITE (6,121)
  121 FORMAT(//,6X,35HA8. UNIVERSITY ENROLLMENT LAST YEAR)
      WRITE (6,105) (N(17,K),K=1,5),(PN(17,KA),KA=1,5)
      WRITE (6,122)
  122 FORMAT(//,6X,51HA9. NUMBER OF INSERVICE PROGRAMS ATTENDED LAST YEA
     1R)
      WRITE (6,101) (N(18,K),K=1,7),(PN(18,KA),KA=1,7)
      WRITE (6,123)
  123 FORMAT(//,6X,70HA10. SATISFACTION WITH NUMBER OF INSERVICE PROGRAM
     1S ATTENDED LAST YEAR)
      WRITE (6,106) (N(19,K),K=1,3),(PN(19,KA),KA=1,3)
      WRITE (6,124)
  124 FORMAT(//,6X,69HA11. REASON FOR NOT ATTENDING ADDITIONAL INSERVICE
     1 PROGRAMS LAST YEAR)
      WRITE (6,108) (N(20,K),K=1,8),(PN(20,KA),KA=1,8)
      WRITE (6,125)
  125 FORMAT(//,6X,66HA12. FAILURE TO ATTEND AN INSERVICE PROGRAM OF PAR
     1TICULAR INTEREST)
      WRITE (6,106) (N(21,K),K=1,3),(PN(21,KA),KA=1,3)
      WRITE (6,126)
  126 FORMAT(//,6X,73HA13. REASON FOR NOT ATTENDING AN INSERVICE PROGRAM
     1 OF PARTICULAR INTEREST)
      WRITE (6,101)       (N(22,K),K=1,7),(PN(22,KA),KA=1,7)
      WRITE (6,127)
  127 FORMAT(///,2X,42HB. PREFERRED FORMAT FOR INSERVICE PROGRAMS,///,6X
     1,59HB1. WHEN INSERVICE PROGRAMS SHOULD BE OFFERED--TIME OF YEAR)
```

```
      WRITE (6,105) (N(23,K),K=1,5),(PN(23,KA),KA=1,5)
      WRITE (6,128)
  128 FORMAT(//,6X,58HB2. WHEN INSERVICE PROGRAMS SHOULD BE OFFERED--DAY
     1 OF WEEK)
      WRITE (6,102) (N(24,K),K=1,4),(PN(24,KA),KA=1,4)
      WRITE (6,129)
  129 FORMAT(//,6X,60HB3. WHEN INSERVICE PROGRAMS SHOULD BE OFFERED--MON
     1TH OF YEAR,//,21X,5HBLANK,5X,4HSEPT,6X,3HOCT,6X,3HNOV,6X,3HDEC,6X,
     23HJAN,6X,3HFEB,6X,3HMAR,6X,5HAPRIL,5X,3HMAY,5X,4HJUNE)
      WRITE (6,130) (ND3(M),M=1,11),(PCD3(MA),MA=1,11)
  130 FORMAT(9X,6HNUMBER,7X,I3,7X,I3,6(6X,I3),7X,I3,2(6X,I3),/,9X,8HPER
     1CENT,3X,F6.2,4X,F6.2,6(3X,F6.2),4X,F6.2,2(3X,F6.2))
      WRITE (6,131)
  131 FORMAT(//,6X,44HB4. TIME STRUCTURE--INTENSIVE VS. CONTINUING)
      WRITE (6,106) (N(25,K),K=1,3),(PN(25,KA),KA=1,3)
      WRITE (6,132)
  132 FORMAT(//,6X,41HB5. TIME STRUCTURE--FREQUENCY OF MEETINGS)
      WRITE (6,105) (N(26,K),K=1,5),(PN(26,KA),KA=1,5)
      WRITE (6,133)
  133 FORMAT(//,6X,38HB6. MAXIMUM ONE-WAY COMMUTING DISTANCE)
      WRITE (6,108) (N(27,K),K=1,8),(PN(27,KA),KA=1,8)
      WRITE (6,134)
  134 FORMAT(//,6X,52HB7. MAXIMUM LENGTH OF AN INTENSIVE INSERVICE PROGR
     1AM)
      WRITE (6,101) (N(28,K),K=1,7),(PN(28,KA),KA=1,7)
      WRITE (6,135)
  135 FORMAT(//,6X,38HB8. PREFERRED DISTANCE TO PROGRAM SITE)
      WRITE (6,106) (N(29,K),K=1,3),(PN(29,KA),KA=1,3)
      WRITE (6,136)
  136 FORMAT(//,6X,45HB10. PREFERRED MAXIMUM DURATION FOR A LECTURE)
      WRITE (6,101) (N(30,K),K=1,7),(PN(30,KA),KA=1,7)
      WRITE (6,137)
  137 FORMAT(//,6X,55HB11. PREFERRED MAXIMUM DURATION OF A DISCUSSION SE
     1SSION)
      WRITE (6,101) (N(31,K),K=1,7),(PN(31,KA),KA=1,7)
      WRITE (6,138)
  138 FORMAT(//,6X,49HB12. PREFERRED MAXIMUM SIZE OF A DISCUSSION GROUP)
      WRITE (6,101) (N(32,K),K=1,7),(PN(32,KA),KA=1,7)
      WRITE (6,139)
  139 FORMAT(//,6X,45HB13. PREFERRED NUMBER OF PROGRAM PARTICIPANTS)
      WRITE (6,103) (N(33,K),K=1,6),(PN(33,KA),KA=1,6)
      WRITE (6,140)
  140 FORMAT(//,6X,40HB14. PREFERRED TYPE OF PRINCIPAL TRAINER)
      WRITE (6,105) (N(34,K),K=1,5),(PN(34,KA),KA=1,5)
      WRITE (6,141)
  141 FORMAT(//,6X,56HB15. PREFERRED LOCATION FOR HOUSING AN INSERVICE P
     1ROGRAM)
      WRITE (6,108) (N(35,K),K=1,8),(PN(35,KA),KA=1,8)
      WRITE (6,142)
  142 FORMAT(//,6X,48HB16., B17. AND B18. PREFERRED INSTRUCTIONAL MODE,/
     1/,77X,8HSTRONGLY,3X,7HAVERAGE,3X,18HOVERALL PREFERENCE,/,36X,5HBLA
     2NK,3X,7HDISLIKE,3X,11HINDIFFERENT,3X,6HPREFER,4X,6HPREFER,5X,5HSCO
     3RE,6X,4HMOST,5X,5HLEAST,/,46X,3H(1),9X,3H(2),9X,3H(3),6X,3H(4))
  143 FORMAT(/,9X,6A3,A2,3X,1HN,4X,I3,6X,I3,9X,I3,8X,I3,7X,I3,7X,F5.3,6X
     1,I3,7X,I3,/,31X,2HPC,2X,F6.2,3X,F6.2,6X,F6.2,5X,F6.2,4X,F6.2,15X,F
```

```
221       36.2,4X,F6.2)
222         DO 94 I=36,51
223         J=I - 25
224         JK=I - 35
225         JKK=JK + 1
226      94 WRITE (6,143) (T(J,LJ),LJ=1,7),(N(I,K),K=1,5),AD16(JK),N(52,JKK),N
227        1(53,JKK),(PN(I,KA),KA=1,5),PN(52,JKK),PN(53,JKK)
228         WRITE (6,144) AAGE,ASTD,NNAGE
229     144 FORMAT(///,2X,16HC. PERSONAL DATA,///,6X,7HC1. AGE,//,9X,11HAVERAG
230        1E AGE,13X,F5.2,/,9X,18HSTANDARD DEVIATION,6X,F6.3,/,9X,21HNUMBER O
231        2F RESPONDENTS,3X,I3)
232         WRITE (6,145)
233     145 FORMAT(//,6X,7HC2. SEX)
234         WRITE (6,106) (N(54,K),K=1,3),(PN(54,KA),KA=1,3)
235         WRITE (6,146)
236     146 FORMAT(//,6X,21HC3. RACE OR ETHNICITY)
237         WRITE (6,101) (N(55,K),K=1,7),(PN(55,KA),KA=1,7)
238         WRITE (6,147)
239     147 FORMAT(//,6X,72HC4. YEARS OF TEACHING EXPERIENCE PRIOR TO TAKING A
240        1DMINISTRATIVE POSITION)
241         WRITE (6,103) (N(56,K),K=1,6),(PN(56,KA),KA=1,6)
242         WRITE (6,148)
243     148 FORMAT(//,6X,44HC5. TOTAL YEARS OF EXPERIENCE AS A PRINCIPAL)
244         WRITE (6,105) (N(57,K),K=1,5),(PN(57,KA),KA=1,5)
245         WRITE (6,149)
246     149 FORMAT(//,6X,50HC6. YEARS AS PRINCIPAL OF SCHOOL OF CURRENT EMPLOY
247        1)
248         WRITE (6,105) (N(58,K),K=1,5),(PN(58,KA),KA=1,5)
249         WRITE (6,150)
250     150 FORMAT(//,6X,32HC7. LEVEL OF ACADEMIC ATTAINMENT)
251         WRITE (6,108) (N(59,K),K=1,8),(PN(59,KA),KA=1,8)
252         WRITE (6,151)
253     151 FORMAT(//,6X,33HC8. MAJOR FIELD OF GRADUATE STUDY)
254         WRITE (6,152) (N(60,K),K=1,12),(PN(60,KA),KA=1,12)
255     152 FORMAT(31X,29H******************************,2X,17HRESPONSE CATEGOR
256        1Y,2X,29H******************************,/,21X,5HBLANK,5X,1H1,7X,1H2,
257        27X,1H3,7X,1H4,7X,1H5,7X,1H6,7X,1H7,7X,1H8,7X,1H9,7X,2H10,6X,2H11,/
258        3/,9X,6HNUMBER,7X,I3,11(5X,I3),/,9X,8HPER CENT,3X,F6.2,11(2X,F6.2))
259         WRITE (6,153)
260     153 FORMAT(//,6X,26HC9. CURRENT GRADUATE STUDY)
261         WRITE (6,102) (N(61,K),K=1,4),(PN(61,KA),KA=1,4)
262         WRITE (6,154)
263     154 FORMAT(///,2X,21HD. INSTITUTIONAL DATA,///,6X,9HD1. LEVEL)
264         WRITE (6,107) (N(67,K),K=1,9),(PN(67,KA),KA=1,9)
265         WRITE (6,155)
266     155 FORMAT(//,6X,29HD2. PRIMARY SOURCE OF FUNDING)
267         WRITE (6,106) (N(68,K),K=1,3),(PN(68,KA),KA=1,3)
268         WRITE (6,156)
269     156 FORMAT(//,6X,34HD3. APPROXIMATE STUDENT ENROLLMENT)
270         WRITE (6,101) (N(69,K),K=1,7),(PN(69,KA),KA=1,7)
271         WRITE (6,159)
272     159 FORMAT(//,6X,53HD4. NUMBER OF YEARS SCHOOL HAS RECEIVED TITLE I FU
273        1NDS)
274         WRITE (6,103) (N(70,K),K=1,6),(PN(70,KA),KA=1,6)
275         WRITE (6,160)
```

```
  160 FORMAT(//,6X,37HD5. RELATIVE LEVEL OF TITLE I SUPPORT)
      WRITE (6,105) (N(71,K),K=1,5),(PN(71,KA),KA=1,5)
      WRITE (6,161)
  161 FORMAT(///////,35X,47HTHIS QUESTIONNAIRE AND PROGRAM WERE PRODUCED
     1BY,//,33X,53HTHE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
     2,/,52X,13HJANUARY, 1976,///,43X,31HQUESTIONS MAY BE ADDRESSED TO--
     3,//,26X,18HJACK A. CULBERTSON,8X,4HUCEA,/,52X,21H29 WEST WOODRUFF
     4AVE.,/,52X,20HCOLUMBUS, OHIO 43210,//,26X,16HWILLIAM J. DAVIS,10X,
     535HDEPT. OF EDUCATIONAL ADMINISTRATION,/,52X,18H309 GUNDERSEN HALL
     6,/,52X,25HOKLAHOMA STATE UNIVERSITY,/,52X,26HSTILLWATER, OKLAHOMA
     774074)
 1000 CONTINUE
      STOP
      END
//GO.SYSIN DD *
SCHOOL DIST. CREDIT
RELEASED TIME
UNIVERSITY CREDIT
CERTIFICATION REQ.
CERT. OF ACHIEVEMENT
ATTRACTIVE LOCATION
PEER PARTICIPATION
RECOGNIZED SCHOLAR
TRAVEL
OTHER
LECTURE
DISCUSSION GROUPS
SIMULATION
GAMING
COMP. ASSISTED INST.
PROGRAMMED LEARNING
INDEPENDENT STUDY
TELE-LECTURE
FILMS
CASE STUDY
SITE VISIT
ROLE-PLAYING
ORGANIZATIONAL DEVT.
SUPERVISED READINGS
INTERNSHIP EXP.
OTHER
EOF..
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(Title Cards)

VII. The Construction of a "Model" Inservice Program

In conclusion, this section presents one method of compiling the many pieces of information obtained through application of the two survey instruments. Although many other factors would demand consideration in a "real-life" situation, the following "model" inservice program, derived solely from the responses of over 500 principals scattered throughout the nation, illustrates the scope and specificity of the information provided by the expanded needs assessment approach which has been indicated.

> "Since the inservice program is intended to attract between 10 and 25 principals, the program would center about 'Evaluating the Instructional Staff.' (Future programs would be planned in the areas of the 'Law and the School Administrator' and 'School-Community Relations.') The program would be intensive, lasting for two days, and scheduled during a work-week in November. If possible, the program would be housed in a nearby retreat facility situated within 50 miles of the participants. A recognized scholar in the field of faculty evaluation would be invited to deliver a one-hour lecture and participate in a 90-minute discussion session. The principal faciltators of the program, however, would be respected administrator participants who had indicated a high degree of both interest and expertise in the subject area. They would be asked to stimulate and lead discussion groups of approximately eight principals, depending on the total enrollment in the program. The lecture and discussion activities would be supplemented by a brief work-session involving the simulation of a real-life situation and the use of case studies.

As should be true of all inservice programs, the availability of the program would be announced months before it was held and frequently publicized in the interim. As soon as a principal enrolled in the program, s/he would be interviewed to determine specifically his/her preferences for all aspects of the program, and the program would be modified to meet these preferences."

References

1. "Developing Materials and Guidelines for the Professional Development of Title I Principals," J. A. Culbertson and W. J. Davis (Co-principal investigators), University Council for Educational Administration under support from the United States Office of Education, 1976-1977.

2. Cf. Davis, W. J. "Designing Inservice Professional Development Opportunities for School Principals: Preferred Structures," Staff Development Opportunities for Title I Principals: Concepts, Methods, and Strategies; Davis, Culbertson, Silver (Editors); Washington: USOE (in press). Or, for a more limited account, see: Davis, W. J. and F. P. Frank, "A Design for Inservice Professional Development Programs for School Principals," Catalyst for Change, Vol. 6, #3 (Spring, 1977).

3. Davis, W. J. "SAGE: The Improvement of Staff Development Opportunities for Special and General Education Administrators", Year-One Evaluation Report, Columbus: UCEA (September, 1977).

4. Halgard and Bower, Theories of Learning, New York: Appleton-Century-Crofts, 3rd Edition, 1966.